ECS Program Unit Funding

A Handbook for ECS Operators
for the 2006/2007 School Year

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ECS Program Unit Funding: A Handbook for ECS Operators for the 2006/2007 School Year

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The Alberta Education website at: www.education.gov.ab.ca/funding/specialneeds.asp

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This document is intended for:

Teachers	✓
Administrators	✓

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PROGRAM UNIT FUNDING

PLEASE NOTE:
throughout this handbook, parent refers to parent(s) or guardian(s).

Overview

Program Unit Funding (PUF) is provided to approved Early Childhood Services (ECS) operators for children with severe disabilities/delays who require additional support beyond that offered in a regular ECS program. Funding is provided for individualized programming that meets the educational needs of children with severe disabilities/delays who are at least 2 years, 6 months of age and less than 6 years of age on September 1. PUF may be paid for a maximum of three years for each eligible child.

Note

To receive PUF, a child must meet the criteria for at least one of the severe disability/delay codes described in the Glossary of Terms of the *Funding Manual for School Authorities 2006/2007 School Year*. This funding is in addition to the Base Instruction funding provided for every eligible ECS child with severe disabilities/delays who was registered as of September 30.

- Payment of funding is based on approval of the PUF application.
- An individualized program plan (IPP) must be developed, implemented, monitored, and evaluated for each child.
- The child's parent(s) must be involved in the IPP process.
- The PUF application should be submitted as early as possible in the school year.
- The deadline for applications is December 22, 2006.
- Revisions after the deadline will be accepted.
- Applications for children who are diagnosed or registered after December 22, 2006, will be accepted until April 1, 2007.

ECS operators access PUF in one of the following ways:

- Designated Special Education ECS programs develop a program budget that takes into consideration the individual programming needs of each eligible child in the program.
- PUF pilot jurisdictions develop a program budget that takes into consideration the individual programming needs of each eligible child in their jurisdiction.
- All other ECS operators develop a budget for each individual child or cluster of children that takes into consideration the individual programming needs of the child/children in the cluster.

Any questions regarding PUF should be directed to Alberta Education Special Programs Branch at (780) 422–6326 (toll free in Alberta by dialing 310-0000).

ECS Context

ECS operators should use the principles outlined in Alberta Education's *Kindergarten Program Statement (Revised September 2005)* when programming for children.

- Young children learn best when programming meets their developmental needs.
- Young children develop knowledge, skills and attitudes that prepare them for later learning.
- Young children with special education needs, through early intervention strategies, develop knowledge, skills and attitudes that prepare them for later learning.
- Young children build a common set of experiences through interaction with others.
- Parents have the opportunity for meaningful involvement in the education of their young children.
- Coordinated community services meet the needs of young children and their families.

These principles set the context for programming for all children. However, children with disabilities/delays require accommodations and adaptations to programming.

ECS Policy

In addition, as stated in *Early Childhood Services Policy 1.1.3* (April 29, 2002), an approved operator shall:

- accept and organize programming for all children with special education needs who meet eligibility criteria, and for whom programming is requested
- develop policy and procedures addressing the special education needs component of the ECS program consistent with Alberta Education regulations
- consult with and inform parents of all program placement decisions and of all program planning, implementation and evaluation activities directly involving their child
- develop, implement and regularly review an IPP for each child with mild, moderate or severe disabilities/delays and for each child who is gifted and talented.

New

Standards for the Provision of Early Childhood Special Education

Children with special education needs require additional supports, accommodations and adaptations to general ECS programming. *Standards for the Provision of Early Childhood Special Education* outlines for school authorities and parents the standards for educational programming and services for children with special education needs who are eligible under *Early Childhood Services (ECS) Policy 1.1.3*. It describes how school authorities meet these individual

needs within a developmentally appropriate program as outlined by the broad principles outlined in the *Kindergarten Program Statement (Revised September 2005)*.

Note: School authority means public and separate school boards, including francophone regional authorities, private ECS operators and funded accredited private schools approved by Alberta Education to provide an ECS program; and charter schools that apply for ECS special education funding. In all cases, the school authority must be approved by Alberta Education to provide an ECS program.

The standards promote consistent, quality educational practices within Alberta, so that, irrespective of location, ECS children with special education needs can access appropriate programming and services in a manner that serves the best interests of the child. These standards support Alberta Education's goal to ensure the learning system meets the needs of all learners and society.

The standards are organized into the following areas:

- Access
- Appropriateness
- Accountability
- Appeals

Basic Requirements for Program Unit Funding

Overview

Eligibility to receive funding for a child with a severe disability/delay is based on the following:

- approved operator status
- local ECS special education needs policies
- age of child
- educational impact of the disability/delay in the ECS environment
- functioning level of child
- application for Program Unit Funding.

Approved Operator Status

Only those ECS operators meeting all terms and conditions for approved status are eligible to receive funds on behalf of children with special education needs. For information on seeking approved ECS operator status, please contact one of Alberta Education's Field Services staff at:

- (780) 427–2952 in Edmonton
- (403) 297–6353 in Calgary
- Toll free in Alberta by dialing 310–0000.

Note

Please note that status as a designated special education ECS program requires approval by the director of Special Programs Branch in addition to approved ECS operator status. For more information, refer to the *Funding Manual for School Authorities 2006/2007 School Year*, Section 2.3.14 for private ECS operators and Section 1.6.14 for school jurisdictions.

Local ECS Special Education Needs Policies

It is expected that ECS operators will develop ECS policies to provide programming for children with special education needs. These policies should be consistent with those outlined in *Early Childhood Services Policy 1.1.3* (April 29, 2002) included in the current Alberta Education *Policy, Regulations and Forms Manual*. Such policies will include the monitoring and evaluation of PUF programming. See Appendix A for information on developing local policies.

Age of Eligibility

PUF is available for children with severe disabilities/delays from a minimum age of 2 years, 6 months to a maximum age of less than 6 years on September 1. This funding is provided for a maximum of three years. The following table outlines the age of eligibility for funding for all types of ECS programming.

Age of Eligibility for Funding of ECS Children	
Eligibility type:	**Minimum age of child on September 1 of the program year:**
Child with a severe disability/delay	2 years, 6 months
Child with a mild/moderate disability/delay or child who is gifted and talented	3 years, 6 months
Regular program child	4 years, 6 months
Developmentally immature child	5 years, 6 months
Note: A child with a severe disability/delay is eligible for three years of Program Unit Funding.	

Note

Care should be taken to ensure that school entry into Grade 1 will follow the third year of Program Unit Funding. The minimum age for school entry varies among school jurisdictions. ECS children who meet the age requirement listed on the previous page are eligible for ECS Base Instruction funding if registered on or before September 30.

School authorities and the child's parents may decide collaboratively to delay entry into an ECS program for one year to ensure that the child has access to a full three years of PUF, including the year prior to Grade 1.

Responsibility for Eligibility

The ECS operator is required to make decisions regarding the severity of the disability or delay based on information and documentation from qualified specialists. The criteria for severe disabilities/delays is included in the Glossary of Terms in the *Funding Manual for School Authorities 2006/2007 School Year*.

Functioning Level of Child

Note

Although the ECS operator is required to make decisions regarding the severity of the disability or delay, it is the extent to which the child can function in the ECS program that is most important in determining the child's programming needs. If uncertain, ECS operators may contact Special Programs Branch for advice and/or pre-approval.

PUF is designed to provide additional and educationally relevant supports and services that would not normally be available in the ECS classroom. In providing the most enabling educational environment possible, ECS operators are encouraged to consider models other than direct one-on-one assistance, especially for large blocks of time:

- focused intervention provided in a small group
- strategic use of educational assistant time

- peer model instruction
- environmental supports for social/survival skills (e.g., visual schedules, well-established routines, warnings of transition, visual cues, adapted furniture, use of physical boundaries to define space)
- embedding IPP goals in ongoing routines and activities.

Application for Program Unit Funding

To receive Program Unit Funding, ECS operators must submit a completed PUF application. The next section of this handbook contains detailed information on completing the application.

Completion of Program Unit Funding Application

The following information is provided to assist ECS operators in completing a PUF application. Any private ECS operator or private school with 10 or fewer PUF children may apply using either the paper application form or the web-based Program Unit Funding System (PUFS) to complete their PUF application and submit it electronically to Alberta Education. All other operators must use PUFS. Procedures related to the online application process are automatically applied through the PUFS program. For additional information on PUFS, contact School Finance at (780) 427-2055 or toll-free at 310-0000.

Declaration Page

On the declaration page, the ECS operator declares that the following criteria have been met.

- Parent Involvement — Parents are an integral part of the planning and decision-making process. They must be involved in and informed of all aspects of their child's program. Specifically, they must be fully aware that an IPP is in place and that an application for PUF is being submitted.

- Screening and Assessment — Written documentation provided by a qualified specialist is required and must identify the severe disability/delay of the child according to the criteria (see the Glossary of Terms in the *Funding Manual for School Authorities 2006/2007 School Year*). This documentation must reflect the current functioning level of the child to confirm that the child continues to qualify for funding. For the claim to be processed, the operator must submit a summary form containing diagnosis and assessment results (see Appendix B) or actual assessment report(s). **Applications that are submitted without the necessary documentation will not be processed.**

- Development of IPP — The ECS operator must develop an IPP that meets the requirements outlined in *Standards for the Provision of Early Childhood Special Education*. Goals should be consistent with the child's assessed area of need. Programming should be based on the principles from the *Kindergarten Program Statement (Revised September 2005)* that are printed on page 2 of this handbook.

- Teacher-Directed Program — It is essential that a certificated teacher be directly involved in all aspects of the child's program. The child's program activities should be integrated into the regular classroom as much as possible. Support from specialists and other appropriate personnel can assist in the delivery of the program.

- Consultative Assistance — Appropriate print resources and professional development opportunities, such as special education conferences, in-service activities and support groups, should be made available to staff and parents.

- Coordinated Support Services — Each child should be provided with the services necessary to meet his or her programming. The model of service delivery should be consistent with the needs of the child, best practice, and the availability of resources. Services should be delivered in the most natural setting possible.

- Communication with Parents — Regular discussions, in consultation with the parents, should be held to evaluate each child's programming and decide where change may be needed. Communication with parents may include one-on-one discussions, small group meetings, extended group meetings or meetings with specialists.

- Other Considerations — The contact person named on the application form should be the person most familiar with the details of the application. Signatures of the superintendent/president and secretary-treasurer are required.

Criteria for Determining Eligibility Page

See Glossary of Terms in the *Funding Manual for School Authorities 2006/2007 School Year* for special education coding criteria – severe disabilities/delays.

Details of Children in Program Unit(s) Page

Program Unit and Clustering
A program unit may contain one or more children. When a program unit contains more than one child, this is referred to as a cluster. Clustering means the grouping of coded children with a severe disability/delay on a PUF application where children are listed in the same unit. Clustering is determined by the sharing of resources — typically teacher assistant time and/or other services — between two or more coded children with a severe disability/delay. While clustering usually involves children receiving programming in the same classroom at the same time, it is the sharing of resources rather than the setting that determines the clustering of children. The decision to cluster children with a severe disability/delay should be based on the educational needs of the children.

Centre-Based Programming
Centre-based programming refers to the instructional program hours, based on IPP goals, provided to the child in a classroom setting at a school or centre, or to programming that is delivered primarily or exclusively in the home by a teacher assistant (under the direction of a teacher) during a typical school year of September to June.

When planning centre-based programming for a child, ECS operators should ensure the number of programming hours does not exceed what is required for the child's developmental needs.

- For funding purposes, a full-time program must provide 800 hours of instructional programming.
- An 800-hour program is an option that may be considered for a child in the year prior to entering Grade 1.
- In general, young children (3 or 4 year-olds) require fewer hours of programming, and their educational needs are appropriately met in a 475-hour program. Careful consideration should be given to matching the number of hours of programming to the age and needs of the child and family preferences.

Note

- Provision of extensive hours of programming (beyond what would normally be considered developmentally appropriate for a young child) should be discussed with Special Programs Branch managers prior to the submission of an application.
- Centre-based programming is often combined with family-oriented programming sessions to provide a comprehensive program.

Instructional programming does not include:

- teacher convention
- professional development days
- teacher planning days
- staff meetings
- statutory and school authority-declared holidays
- lunch breaks
- recesses
- time taken for the registration of children
- transportation.

Family-Oriented Programming Sessions

Family-oriented programming is individually planned, developmentally appropriate intervention for children with special education needs that is designed to actively involve the parent or alternate caregiver in the child's educational programming across settings. Family-oriented programming is done under the direction of a certificated teacher, takes place outside of centre-based programming hours, and is based on a 1:1 service-delivery model.

Family-oriented programming is not intended to be the only form of programming a child receives but rather is intended to enhance the child's centre-based programming as outlined in his or her IPP.

To claim family-oriented programming for funding purposes, the following conditions must apply.

- A written plan is developed for each session.

- Programming is under the direction of the certificated teacher.
- Every opportunity is provided to involve the child's parents.
- Provision is made for sharing information with the parent in the exceptional circumstance that the session is with the alternate caregiver.
- A minimum of 4 sessions is provided.
- Programming occurs outside of time claimed under centre-based hours.
- Family-oriented programming is an additional cost to the school authority.

Defining Family-Oriented Programming: What Counts and What Doesn't

The following are examples of what would constitute a family-oriented programming session.

- Teacher provides family-oriented programming in the child's home for 1.5 hours.
- Teacher or speech-language pathologist (under the direction of the teacher) provides two 45-minute sessions to two children and their parents or alternate caregivers at the school outside of time already claimed as centre-based programming.
- Occupational therapist, under the direction of the teacher, provides family-oriented programming to a child and his or her parents for 1.5 hours in the child's home.
- In-home consultant models intervention with the child and explains behaviour management strategies to daycare staff for 1.5 hours.
- Family liaison worker accompanies parent and child to grocery store for 1.5 hours and demonstrates strategies for incidental teaching of social and early academic skills included in the child's IPP.
- Members of the child's learning team and/or medical personnel and/or psychologists consult outside the centre for a minimum of 45 minutes (counts as .5 session). A school authority cannot claim more than the equivalent of one full session for child-centred consultation.

The following are examples of what would **not** constitute a family-oriented programming session:

- informal parent contact or contact that is typically required as a component of school-based special education programming (e.g., IPP meetings, concerts, classroom parties)
- contact with parents or alternate caregivers occurring during the time that is already claimed under centre-based hours
- time involved in travel to and from child's home or childcare centre
- therapies that are not directly related to the goals on the child's IPP
- informal visits to the home
- informal contact by school personnel
- telephone calls.

Note

The number, setting and structure of sessions must be determined in consultation with the parents prior to the implementation of the program. All sessions must be carefully planned and documented, as part of the child's

program. Questions regarding criteria associated with sessions should be directed to Special Programs Branch managers.

Combination Programs
An ECS program for a child may consist of a combination of centre-based and family-oriented programming (e.g., 475 centre-based programming hours and 10 family-oriented programming sessions). Combination programs may be particularly effective for very young children who require extensive programming.

Funding Ceiling
Since PUF is intended to meet each child's individual needs, it provides for flexibility in programming. The figures in the chart below represent maximum ceilings only.

FUNDING CEILING BASED ON A FULL-TIME PROGRAM (800 HOURS OR EQUIVALENT)	
Number of Children Enrolled in Program Unit	**2006/2007 Program Unit Rates**
1	$22,584
2	$28,187
3	$33,790
4	$39,393
5	$44,996
each additional child	$ 5,603

A funding ceiling is calculated for each program unit. For program units that are less than full-time, the funding ceiling is pro-rated based on the number of centre-based hours, family-oriented programming sessions, and months that the child is in the program. For example:

- The ceiling for a 500-hour program with one child is calculated as follows:

$$\frac{500}{800} \times \$22,584 = \$14,115$$

- The ceiling for a 400-hour program with 9 family-oriented programming sessions is calculated as follows:

$$\left(\frac{400}{800} + \frac{9}{36}\right) \times \$22,584 = \$16,938$$

- The ceiling for a 6-month program, if the child is in a full program ending on June 30, is:

$$\frac{6}{10} \times \$22,584 = \$13,550$$

When a child leaves a program before the specified end date, Form 06AE2.3b, found in the *Funding Manual for School Authorities for 2006/2007 School Year*, must be submitted to School Finance Branch within 30 days of the child's final day of attendance. The original approved budget total and ceiling will then be reduced.

Program Unit Funding Budget Page

For descriptions of specific budget areas on the budget form, refer to the *Funding Manual for School Authorities 2006/2007 School Year*, Section 2.3 for private ECS operators or Section 1.6 for school jurisdictions.

Note

Special Programs Branch education managers approve the PUF budget. Points for ECS operators to consider in preparing **individual PUF** budgets include:

Instruction — Salaries and Wages

- ❑ The relationship between the number of hours claimed for a child (as indicated on Form 05AE2.3a: Details of Children in Program Units, e.g., 475-hour program) and the number of hours claimed for an educational assistant (as indicated on Form 05AE2.3a: Program Unit Funding (PUF) Budget) (allowing for an additional 10% for preparation time for each child).
- ❑ If the educational assistant participates in family-oriented programming sessions, are the hours for sessions (allowing for an additional 10% for preparation time) included?

Note

The ECS teacher's salary is not included as part of program unit cost. ECS Base Instruction funding is provided to support the cost of hiring a certificated teacher. Supplementary instructional costs may be included for designated special education ECS programs and school jurisdictions participating in the PUF pilot.

Instruction — Services Purchased

- ❑ Are the services purchased appropriate to the child's educational needs, clearly specified, and reasonable in cost?
- ❑ Has the ECS operator ensured that service delivery models are appropriate to the child's educational needs, based on effective practices and available resources?
- ❑ Are the services included in program unit costs tied directly to the goals and objectives stated in the child's IPP?

Transportation

- ❑ Has the ECS operator accessed Alberta Education's transportation funding by November 30?
- ❑ Is the operator claiming only those transportation costs that exceed the transportation funding?
- ❑ If the child's program started after September 30, has the operator claimed transportation costs under PUF?

Capital Items

- ❑ Has a letter of recommendation from a specialist, which indicates how the capital item addresses specific goals and objectives of the child's IPP, been submitted with the PUF application? (Does not apply to designated special education ECS programs and jurisdictions participating in the PUF pilot.)
- ❑ Have capital costs been submitted to Special Programs Branch for the required prior approval?
- ❑ Has the ECS operator obtained estimates from more than one supplier for capital cost items?

Questions related to the preparation of budgets for PUF pilot jurisdictions should be addressed to the appropriate Special Programs Branch manager.

Other Considerations

- Program Unit Funding applications must be submitted before December 22, 2006.
- ECS operators should plan and budget carefully.
- The final PUF amount paid will be the least of the program unit ceiling, approved budget amount, or the actual costs.
- PUF is available for each eligible child with a severe disability/delay for a maximum of three years. Partial years are considered part of the three years; e.g., a two-month program in 2006/2007 represents one year of funding.
- A maximum of 800 hours of centre-based programming or a combination of centre-based hours and family-oriented programming sessions will be funded.
- Applications for children who are diagnosed or registered after December 22 will be accepted until April 1, 2007.

Designated Special Education ECS Programs

- Where at least 70% of the ECS children served have severe disabilities/delays, the designated special education ECS programs may include all program costs in their Program Unit budget (except capital building costs and other fixed costs that would still be incurred if the program did not operate).
- Other revenues such as Base Instruction and transportation funding will be applied to the program costs.

School Jurisdictions

- Payments to school jurisdictions are distributed on a monthly basis at 8.33% a month with the exception of January and August, which are at 8.35%.

Private ECS Operators

- For private ECS Operators, the PUF payment schedule is:
  - upon receipt of PUF application (70% less any previous amount)
  - April (80% less previous payment)
  - June (90% less previous payment)
  - upon approval of final costs (100% less previous payments).

Note: With the approval of the Assistant Deputy Minister, Strategic Services, a March payment may be made up to 90% less previous payment.

Payments to private ECS operators will be received in the last week of the month, based on electronic deposit.

ECS Transportation Funding

Regular ECS Transportation

ECS transportation funding is provided for a child who can be transported by conventional means; i.e., school bus, public transit or a parent. Regular ECS transportation funding is provided at $484 per eligible transported child. This funding is claimed on the ECS transportation application form. For further details, refer to the *Funding Manual for School Authorities 2006/2007 School Year*, Section 1.19 (rural) and Section 1.20 (urban) for school jurisdictions, and Section 2.4 for private ECS operators.

Special Transportation

Funding for transportation to and from school is provided for a child who requires special transportation; e.g., handi-bus, when, because of the severity of the child's disability/delay or because of the child's age, the child cannot ride regular rural or urban transportation.

For 2006/2007, Special Transportation funding is provided at $13.92 for each round trip. This funding is claimed on the ECS transportation application form and deducted as revenue from the cost of transportation submitted on the PUF application. PUF can cover transportation costs that exceed the Special Transportation funding.

Private ECS operators receive the special transportation funding application form electronically and return it electronically (by November 30) to School Reporting Branch.

Family-Oriented Programming Transportation

Transportation funding is provided for each scheduled family-oriented programming session that is conducted by a teacher, therapist, child development specialist or educational assistant in the home of a child enrolled in an ECS program. A minimum of four family-oriented programming sessions must be scheduled in order to claim transportation funding.

- For 2006/2007, family-oriented programming transportation funding is paid for a maximum of 36 sessions at $13.92 for each round trip.
- The amount of $13.92 can be claimed for each round trip, regardless of the actual cost of the trip. For example, a round-trip home visit may cost only $2.00 but the ECS operator will claim the full amount of $13.92 for each family-oriented programming session to a maximum of 36 sessions.
- Local policies will determine the transportation rate that will be provided to the person conducting the family-oriented programming session, keeping in mind that even if the service provider provides more than 36 sessions, the

Note

maximum amount the ECS operator can claim is $501.12 (36 sessions x $13.92).

- Funding is claimed on the ECS transportation application form and deducted as revenue from the cost of transportation on the PUF application.
- PUF covers transportation costs that exceed the family-oriented programming transportation funding.

Note: Transportation funding is not available for children whose programming starts after September 30. Children who are identified as eligible for PUF after September 30 may have their transportation costs claimed as an expense under PUF. For further details on Special Transportation funding, refer to the *Funding Manual for School Authorities 2006/2007 School Year*, Section 1.21 for school jurisdictions and Section 2.5 for private ECS operators.

Field Trips and In-Program Transportation

Transportation costs incurred for field trips or other activities can be claimed as part of transportation costs under PUF. Field trips claimed must be those trips provided in addition to field trips for the regular ECS class. In-program transportation costs must be specified. In-program transportation includes transportation of the child from one program to another program or agency as part of the child's IPP.

Reporting of Actual Costs

At the end of the school year, ECS operators must report total actual PUF expenditures for all program units in the following manner.

- Private ECS operators report to School Reporting Branch, Manager of Transportation, on Schedule 3 of the Audited Financial Statements by November 30, 2006.
- School jurisdictions report on the ECS Program Unit Funding Summary of Actual Expenditures form provided in the *Funding Manual for School Authorities 2006/2007 School Year* by October 31, 2006.

OTHER ECS FUNDING

Base Instruction Funding

Base Instruction funding is paid on behalf of all eligible ECS children registered September 30 in an approved ECS program. It supports day-to-day operating costs that include the provision of a certificated teacher, an approved facility, appropriate equipment and materials, and an administrative support structure. For 2006/2007, funding is provided at $2,645.50 for each child. For additional information, refer to the *Funding Manual for School Authorities 2006/2007 School Year*, Section 1.1 for school jurisdictions and Section 2.1 for private ECS operators.

Base Instruction funding may only be claimed by one ECS operator per year.

Funding for Children with Mild/Moderate Disabilities/Delays and Those Who Are Gifted and Talented

Funding for children with mild/moderate disabilities/delays and those who are gifted and talented is provided in addition to the Base Instruction funding. Identified children must be at least 3 years, 6 months of age and less than 6 years of age on September 1. To receive this funding, a child must be properly identified to Information Exchange Services as having a mild/moderate disability/delay (exceptional code 30) or gifted and talented (code 80). Supporting documentation and an IPP are required for each child. For 2006/2007, funding of $2,241 is provided for each eligible child. Please refer to the *Funding Manual for School Authorities 2006/2007 School Year* for additional information on funding for children with mild/moderate disabilities/delays and those who are gifted and talented.

APPENDIX A:
Local Special Education Needs Policies and Procedures

Accountability for programming for ECS children with special education needs is established through school authority policies and procedures. School authorities must ensure that written local policies and procedures are developed, kept current and implemented. The local policies and procedures must provide for access, appropriateness, accountability and appeals, and they must be available to the public in print or electronic form. The checklist below may be useful as you develop your policies. For more information, refer to *Standards for the Provision of Early Childhood Special Education*.

Checklist

Do we have written policies and procedures related to the following areas?

- ❑ early identification, referral and assessment of ECS children with special education needs
- ❑ collaboration with referral agencies to determine eligibility and programming needs
- ❑ ensuring ongoing informed consent for referral, specialized assessment and eligibility
- ❑ identifying and referring children who require specialized assessment
- ❑ accessing coordinated services
- ❑ accessing and recording medical information
- ❑ storing and/or administering medications
- ❑ training for staff who administer health-related support services
- ❑ roles and responsibilities of staff who provide programming to children with special education needs
- ❑ staff professional development directly related to the needs of children with whom they are working
- ❑ individualized program development and implementation
- ❑ program monitoring and evaluation as outlined on p. 17 of *Standards for the Provision of Early Childhood Special Education*
- ❑ providing ongoing educational programming information to parents
- ❑ transition of ECS children with special education needs to the resident school board or program of choice
- ❑ dispute resolution and appeal processes

APPENDIX B

Summary of Documentation for Eligibility for PUF

Name of School Jurisdiction/ECS Operator

Code New (N) Renew (R) (Circle one)	Name of child	Alberta Student Number (ASN)	DOB mo/day/yr	• Date of assessment and profile • Name of professional	Description of functioning and I.Q. or Adaptive Behaviour and Level of Support
41 N R				• •	
41 N R				• •	
41 N R				• •	
41 N R				• •	
41 N R				• •	

Name of School Jurisdiction/ECS Operator

Code New (N) Renew (R) (Circle one)	Name of child	Alberta Student Number (ASN)	DOB mo/day/yr	• Date of assessment and profile • Name of professional	Diagnosis and impact in the educational setting
42 N R				• •	
42 N R				• •	
42 N R				• •	
42 N R				• •	
42 N R				• •	

Name of School Jurisdiction/ECS Operator

Code New (N) Renew (R) (Circle one)	Name of child	Alberta Student Number (ASN)	DOB mo/day/yr	• Date of assessments • Names of tests • Name of professionals	State combination of 2 or more non-associated (indicate diagnosis if applicable; e.g., Down Syndrome, Cerebral Palsy)	Indicate recent results/scores
43 N R				•		Cognitive _____ Vision _____ Hearing _____ Fine Motor _____%ile Gross Motor _____%ile
43 N R				•		Cognitive _____ Vision _____ Hearing _____ Fine Motor _____%ile Gross Motor _____%ile
43 N R				•		Cognitive _____ Vision _____ Hearing _____ Fine Motor _____%ile Gross Motor _____%ile
43 N R				•		Cognitive _____ Vision _____ Hearing _____ Fine Motor _____%ile Gross Motor _____%ile
43 N R				•		Cognitive _____ Vision _____ Hearing _____ Fine Motor _____%ile Gross Motor _____%ile

Name of School Jurisdiction/ECS Operator

Code New (N) Renew (R) (Circle one)	Name of child	Alberta Student Number (ASN)	DOB mo/day/yr	• Date of assessment • Name of professional • Diagnosis	Description and level of dependence	
					Functional needs of child: • Communication • Self help • Socialization	Supports required: • Assistance • Support services • Environmental modifications
44 N R				•		
44 N R				•		
44 N R				•		
44 N R				•		
44 N R				•		

Name of School Jurisdiction/ECS Operator

Code New (N) Renew (R) (Circle one)	Name of child	Alberta Student Number (ASN)	DOB mo/day/yr	• Date of assessment • Audiogram results • Name of professional	Impact in an Educational Setting
45 N R				•	
45 N R				•	
45 N R				•	
45 N R				•	
45 N R				•	

Name of School Jurisdiction/ECS Operator

Code New (N) Renew (R) (Circle one)	Name of child	Alberta Student Number (ASN)	DOB mo/day/yr	• Date of assessment • Results or diagnosis • Name of professional	Impact in Educational Setting
46 N R				•	
46 N R				•	
46 N R				•	
46 N R				•	
46 N R				•	

Name of School Jurisdiction/ECS Operator

Code New (N) Renew (R) (Circle one)	Name of Child	Alberta Student Number (ASN)	DOB mo/day/yr	Assessment Results Name of test	Date	Results
47 N R				_____	_____	Exp. _____ %ile Rec. _____ %ile Total _____ %ile Phonological _____ %ile Sev./Prof Level Intel. _____ % Fine motor _____ %ile Gross motor _____ %ile
47 N R				_____	_____	Exp. _____ %ile Rec. _____ %ile Total _____ %ile Phonological _____ %ile Sev./Prof Level Intel. _____ % Fine motor _____ %ile Gross motor _____ %ile
47 N R				_____	_____	Exp. _____ %ile Rec. _____ %ile Total _____ %ile Phonological _____ %ile Sev./Prof Level Intel. _____ % Fine motor _____ %ile Gross motor _____ %ile
47 N R				_____	_____	Exp. _____ %ile Rec. _____ %ile Total _____ %ile Phonological _____ %ile Sev./Prof Level Intel. _____ % Fine motor _____ %ile Gross motor _____ %ile

APPENDIX C
References

Alberta Education. ***Funding Manual for School Authorities 2006/2007 School Year.*** **Edmonton, AB: Alberta Education.**

- Download from: www.education.gov.ab.ca/funding
- Purchase from the Learning Resources Centre at: www.lrc.education.gov.ab.ca
  Telephone: (780) 427–5775 (toll-free in Alberta by dialing 310–0000)
  Fax: (780) 422–9750.

Alberta Education (2000). ***Kindergarten Guide to Implementation: Sharing Visions, Sharing Voices.*** **Edmonton, AB: Learning and Teaching Resources Branch.**

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- Download from: www.gov.ab.ca/qp
- Purchase from the Queen's Printer Bookstore
  Edmonton: Telephone: (780) 427–4952; Fax: (780) 452–0668
  Calgary: Telephone: (403) 297–6251; Fax: (403) 297–8450
  (toll-free in Alberta by dialing 310–0000).

Applicable Sections of *Funding Manual for School Authorities 2006/2007*

- Section 1.6 — School Jurisdictions
ECS Program Unit Funding
- Section 2.3 — Private ECS Operators
Program Unit Funding
- Section 2.4 — Private ECS Operators
Regular Transportation Funding
- Section 2.5 — Private ECS Operators
Special Transportation Funding
School Jurisdictions
- Section 1.19 — (Rural) School Jurisdictions
- Section 1.20 — (Urban) Regular Transportation Funding
- Section 1.21 — School Jurisdictions
Special Transportation Funding
- Glossary of Terms

Forms Available in the *Funding Manual for School Authorities 2006/2007*

- 2006/2007 Program Unit Funding Application (06AE2.3a)
- ECS PUF Statement of Actual Expenditures for School Jurisdictions (06AE1.6)
- PUF Application Adjustments Form (06AE2.3b)